

Ashley River Creative Arts

1871 Wallace School Road
Charleston, SC 29407

Grades	K-5 Elementary School	
Enrollment	506 Students	
Principal	Jayne Ellicott	843-763-1555
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	4	0	0	0

IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Excellent	Below Average	Yes
2005	Excellent	Excellent	Yes

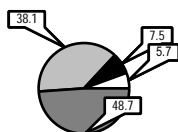
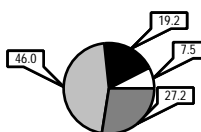
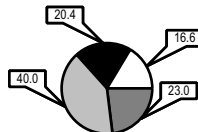
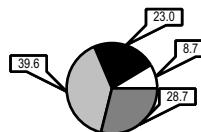
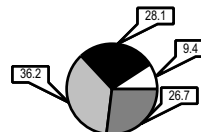
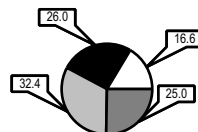
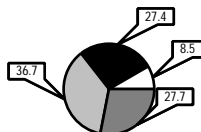
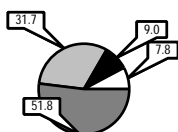
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	276	100.0	6.2	37.8	48.4	7.6	67.3	Yes	Yes
Gender									
Male	139	100.0	9.4	38.4	44.2	8.0	65.9		
Female	137	100.0	2.9	37.2	52.6	7.3	68.6		
Racial/Ethnic Group									
White	173	100.0	3.5	32.6	53.5	10.5	75.0	Yes	Yes
African American	95	100.0	10.5	47.4	38.9	3.2	55.8	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	215	100.0	3.3	33.6	53.7	9.3	73.8		
Disabled	61	100.0	16.4	52.5	29.5	1.6	44.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	276	100.0	6.2	37.8	48.4	7.6	67.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	276	100.0	6.2	37.8	48.4	7.6	67.3		
Socio-Economic Status									
Subsidized meals	58	100.0	10.3	55.2	34.5	0.0	51.7	Yes	Yes
Full-pay meals	218	100.0	5.1	33.2	52.1	9.7	71.4		

Mathematics – State Performance Objective = 36.7%									
All Students	276	100.0	7.6	46.9	26.2	19.3	66.9	Yes	Yes
Gender									
Male	139	100.0	8.0	37.7	31.2	23.2	71.0		
Female	137	100.0	7.3	56.2	21.2	15.3	62.8		
Racial/Ethnic Group									
White	173	100.0	4.7	39.0	30.2	26.2	76.7	Yes	Yes
African American	95	100.0	12.6	61.1	20.0	6.3	50.5	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	215	100.0	4.7	43.9	29.0	22.4	75.7		
Disabled	61	100.0	18.0	57.4	16.4	8.2	36.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	276	100.0	7.6	46.9	26.2	19.3	66.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	276	100.0	7.6	46.9	26.2	19.3	66.9		
Socio-Economic Status									
Subsidized meals	58	100.0	12.1	72.4	10.3	5.2	41.4	Yes	Yes
Full-pay meals	218	100.0	6.5	40.1	30.4	23.0	73.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	276	100.0	17.1	40.7	22.5	19.6	42.2
Gender							
Male	139	100.0	13.8	36.2	22.5	27.5	50.0
Female	137	100.0	20.4	45.3	22.6	11.7	34.3
Racial/Ethnic Group							
White	173	100.0	9.3	34.9	29.7	26.2	55.8
African American	95	100.0	30.5	49.5	11.6	8.4	20.0
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	215	100.0	13.6	39.3	24.8	22.4	47.2
Disabled	61	100.0	29.5	45.9	14.8	9.8	24.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	17.1	40.7	22.5	19.6	42.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	276	100.0	17.1	40.7	22.5	19.6	42.2
Socio-Economic Status							
Subsidized meals	58	100.0	34.5	53.4	8.6	3.4	12.1
Full-pay meals	218	100.0	12.4	37.3	26.3	24.0	50.2

Social Studies							
All Students	276	100.0	9.5	40.4	28.0	22.2	50.2
Gender							
Male	139	100.0	8.0	34.1	26.8	31.2	58.0
Female	137	100.0	10.9	46.7	29.2	13.1	42.3
Racial/Ethnic Group							
White	173	100.0	7.0	32.0	31.4	29.7	61.0
African American	95	100.0	11.6	56.8	22.1	9.5	31.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	215	100.0	6.1	38.3	30.4	25.2	55.6
Disabled	61	100.0	21.3	47.5	19.7	11.5	31.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	9.5	40.4	28.0	22.2	50.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	276	100.0	9.5	40.4	28.0	22.2	50.2
Socio-Economic Status							
Subsidized meals	58	100.0	13.8	65.5	17.2	3.4	20.7
Full-pay meals	218	100.0	8.3	33.6	30.9	27.2	58.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	91	100.0	4.4	27.8	55.6	12.2	67.8
	4	94	98.9	10.9	28.3	58.7	2.2	60.9
	5	92	98.9	14.3	47.3	34.1	4.4	38.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	94	100.0	3.4	34.8	52.8	9.0	61.8
	4	91	100.0	3.4	33.3	56.3	6.9	63.2
	5	91	100.0	10.1	46.1	37.1	6.7	43.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	91	100.0	7.8	54.4	27.8	10.0	37.8
	4	94	100.0	15.1	35.5	29.0	20.4	49.5
	5	92	100.0	14.1	30.4	26.1	29.3	55.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	94	100.0	7.9	59.6	22.5	10.1	32.6
	4	91	100.0	4.6	46.0	29.9	19.5	49.4
	5	91	100.0	10.1	32.6	29.2	28.1	57.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	94	100.0	20.2	47.2	28.1	4.5	32.6
	4	91	100.0	12.6	41.4	24.1	21.8	46.0
	5	91	100.0	16.9	31.5	16.9	34.8	51.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	94	100.0	9.0	53.9	25.8	11.2	37.1
	4	91	100.0	2.3	32.2	39.1	26.4	65.5
	5	91	100.0	14.6	32.6	21.3	31.5	52.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 506)				
First graders who attended full-day kindergarten	94.3%	Up from 87.4%	98.3%	100.0%
Retention rate	2.2%	Up from 1.6%	1.8%	3.0%
Attendance rate	96.6%	Down from 97.0%	96.9%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Down from 3.3%	1.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Down from 3.6%	0.8%	3.2%
Eligible for gifted and talented	27.8%	Down from 33.0%	29.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.8%	Down from 15.6%	5.8%	8.2%
Older than usual for grade	0.0%	No change	0.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	62.5%	Down from 67.5%	60.0%	52.6%
Continuing contract teachers	87.5%	Up from 85.0%	87.9%	83.3%
Highly qualified teachers	83.3%	Down from 93.9%	93.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 84.2%	90.5%	87.0%
Teacher attendance rate	94.5%	Down from 94.8%	95.7%	95.0%
Average teacher salary	\$43,089	Up 3.1%	\$44,524	\$41,703
Prof. development days/teacher	15.5 days	Up from 10.8 days	14.2 days	12.8 days
School				
Principal's years at school	10.0	No change	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.8 to 1	20.1 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 89.2%	90.9%	89.8%
Dollars spent per pupil*	\$6,429	Up 6.8%	\$6,169	\$6,242
Percent of expenditures for teacher salaries*	71.6%	Up from 70.8%	67.5%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ashley River Creative Arts Elementary is proud of our many accomplishments during this school year. We met 21 out of 21 objectives for AYP (Adequate Yearly Progress). Our children continue to make gains on PACT. Our faculty worked collaboratively to create a strong cohesive curriculum that meets the need of our struggling learners and challenges our gifted students. We strive for a learning environment that promotes success and excellence for all students.

Reading continued to be a school-wide focus throughout the year. Our Curriculum Implementation Teachers, along with classroom teachers, analyzed a variety of ways to encourage reading at all instructional levels. We worked to promote reading in all facets of the curriculum. Many Ashley River students were engaged in a book club. Book clubs encouraged students to read for enjoyment and also paired students with a staff or community member in the school setting. My group of fifth grade boys was the highlight of my week. I looked forward to sharing a book and lunch while getting to know more about them.

Our arts-integrated curriculum is the heart of our school. Students are engaged in music, strings, dance, drama, computer skills, visual arts, Spanish, and physical education daily as a special area and in classrooms. Our school has many success stories about how the arts have connected learning in math, science, social studies, reading, and writing. We applaud from the sidelines as we observe student confidence and academic growth.

School Community Council focused on safety and community concerns. We met monthly to talk about how parents and staff could work together to provide a safe learning environment for our children. We were thrilled to hear about the long range plans the City of Charleston has to widen Wallace School Road to ease some of our traffic and safety concerns. The traffic pattern on campus still presents a hazard for children as parents seek shortcuts to get on and off campus quickly. While future CCSD plans include a new facility with a safer driving route around campus, it will take all of us working together to ensure that traffic rules are adhered to daily. The highlight of our year was the opportunity to spend a day together writing our goals for the Five Year Plan. Our group was instrumental in establishing the basis for this plan. It was a day to reflect and dream about what can be!

Our year began with our Celebration school-wide theme. It was a year to take pride in what Ashley River has accomplished over 20 years. Our first event included many of the people responsible for establishing our school and its arts-integrated curriculum. It was truly a reunion of educators, community, and children all of whom have been touched in some way by our very special programs.

Our arts grant sponsored in part by PTA and the SC Arts Commission afforded us several artists' residencies. Laura Rich, African drummer, orchestrated an amazing two weeks with K-2 students. Charles Story, harmonica expert, taught 4th graders the history of the harmonica and different styles of playing the harmonica. Our 5th graders studied the folk art of the Kuna Indians from Panama and created fabric molas. McKenzie Tracy taught ballet and produced a huge "Great Musicals" performance in May featuring all dance students.

Ashley River is proud of our success and we appreciate the support we receive from our community and parents. You are vital to our success. Our business partners offer immeasurable support. Our parents are true partners working hand in hand with us by volunteering, organizing events, attending conferences, and making sure homework and projects are completed. Our mission statement emphasizes the importance of harmony and cooperation between school and home; Ashley River Creative Arts, in partnership with families and community, integrates the arts to provide students a strong academic curriculum.

Jayne Ellicott - Principal and Jadona Rowell - SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	52	41
Percent satisfied with learning environment	96.4%	86.3%	92.3%
Percent satisfied with social and physical environment	100.0%	84.0%	95.1%
Percent satisfied with school-home relations	100.0%	96.0%	89.7%

*Only students at the highest elementary school grade level at this school and their parents were included.